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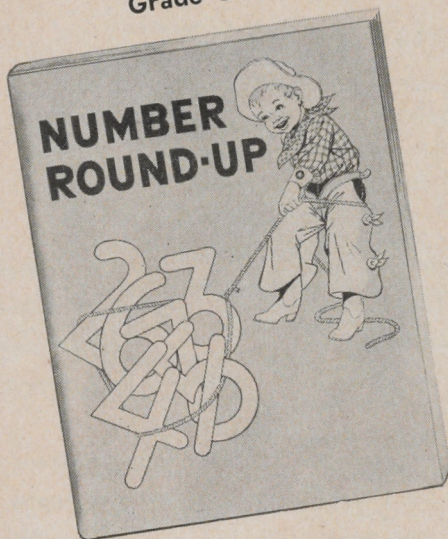
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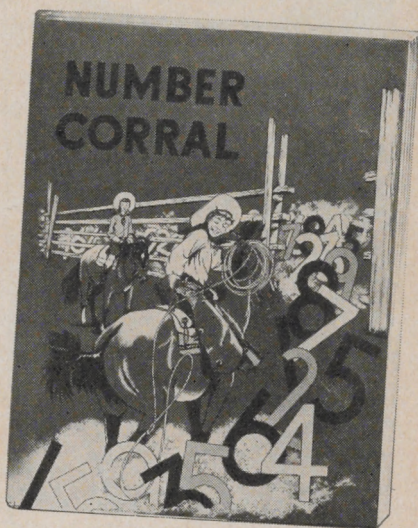
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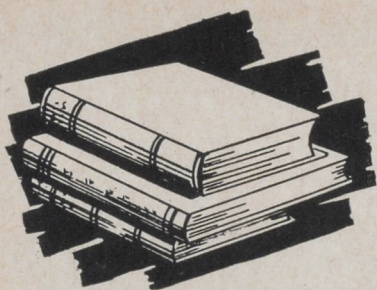
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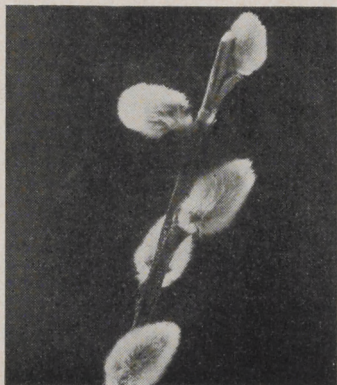
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COVER STORY

The motif of our cover picture is the harbinger of spring in Alberta. Pussy willows adorn teachers' desks, together with piles of Easter test papers, collections of marbles—perhaps the occasional old-fashioned slingshot. Yes—spring is here!

They Also Serve

"It takes too much time. No matter what stand I take, it is the wrong one. I've had six years as a trustee and I'm getting out for good."

This was a school trustee speaking. And it isn't the first time we have heard similar sentiments explain a trustee's decision to call it quits. Perhaps the rate of drop-out among our school board members is greater than we think. And that is bad. Not only do we lose good men, but others who have the capacity and could be interested in public service lose enthusiasm.

Good trustees—good schools

Schools need good teachers. But schools cannot attract and hold good teachers without good trustees. The efficient school system is the product of progressive policy and good administration. In our experience we have never known a school system to be a good one in spite of its administration.

Attitude is determinant

The attitude of the trustees, individually and collectively, to their responsibilities is the factor which determines the quality of school administration. If the trustee's concept of his function is purely a matter of watching absolute costs, the educational system will surely reflect that idea. If the board spends all or most of its time in dealing with finances and routine administration, the school system will be as impersonal and as mechanical as the board that controls it. Necessary as fiscal matters are, they are only part of the responsibility the trustee assumes with his election.

Streamlining needed

As a steward of public education a trustee should be concerned with matters such as the drop-outs in our high schools, standards, diversified curricula, the shortage of high school graduates, improvements in instructional techniques, the establishment of junior colleges, adult education, and so on. Many of our trustee friends tell us that they want to spend more time—or at least, some time—on such problems, but their agendas are bogged down with considering tenders, debenture issues, salary negotiations, petitions, hiring teachers, and the like.

The trouble is, of course, that school business has become larger and more complicated and too many school boards are still trying to make decisions on every item, regardless of its relative importance. As a business expands, management usually departmentalizes its operation; the board considers whether it should approve action proposed by its administrative officials rather than attempting to do the job these officials are hired to do. Routine or objective matters can be handled with despatch. More time is needed for consideration of broad policy, for consideration and development of long-range objectives.

In-service training for trustees?

This is an age of conferences—of workshops—of in-service training. Business executives attend management training courses; there are conferences for secretaries, teachers, sales managers, and so on. Why should there not be in-service training for trustees? It seems to us that useful work could be done in establishing just what the public should expect of its trustees. Is the hallmark of a good trustee how well he can hold down costs? Is it the measure of his devotion to the mill rate?

The forward look

Educational literature is strangely barren of studies about the school trustee's function. Only in school ordinances is there any sort of definition. But statutes rule on the more objective duties of trustees. Education needs trustees who have vision and will give leadership. They need time in board meetings to consider long-range policy. They need ideas and contacts with people who can see the trustee's function as being more than a matter of dollars and cents. Perhaps the broader view, the challenge of working for the future, is what our trustees need.

Education —

PREOCCUPIED as we are with a most confused and dangerous world situation, and labouring within Canada under high taxes for defence and social security, not to mention a steadily rising cost of living, it is easy to fall into the state of mind where we take education for granted.

A few years ago H. G. Wells said he foresaw in the near future a race between education and disaster. That race is on. Anyone thinking seriously about education these days cannot help but be aware of the double challenge thrown at us by the godless materialists of the world—the leaders of the Communist states. They have set out deliberately to debase our way of life through a diabolically clever set of procedures that have come to be known as the 'cold war'. At the same time, they have entered into aggressive competition for economic advantage, hoping thereby to destroy the very basis of western superiority in the production of necessities and armaments. They are confident they can impose Communism on the people of all the world without having to resort to military conflict.

In our education efforts we face many difficult problems. If we want to win this race in which our very survival is at stake, then we must overcome our problems in education and do a much better job than we are now doing. I am convinced that the greatest responsibility of all time now rests upon those who are concerned with the operations of our education system.

What is this thing called education? Someone has said education is life. Perhaps the classic of all definitions ever

given of education is the one written many years ago by Huxley. He said, "That man may be said to have a liberal education, who in his youth, has been so trained that his mind has become the ready servant of his will." That implies discipline through practice and training, and obedience to principles and laws.

What should be the aims or objects of education in this day? I think we have to approach that question from two different points of view. In the first place, I think that our general aims have to be essentially what they should have been over many generations, namely, to assist every individual in our land to develop his own God-given personality to the farthest extent possible. We realize, of course, that everyone is different. Each has different needs, but there should be equality of opportunity. I think most thoughtful people will agree that we cannot go far wrong if we adopt, as the general aim of all our educational effort, to assist every Canadian to develop a well-rounded personality, a personality in harmony with the great spiritual forces of the universe, a personality resting firmly on four corner posts. It is generally agreed that the possession of good physical health, a high order of mental health, emotional stability, and spiritual well-being indicates a well-rounded, balanced personality. Our schools and churches, our homes and our working places must all combine in their efforts if we are to achieve this very desirable aim. It requires coordination of all of the community efforts, but the result is worth whatever we put into it. That general objective—well-rounded, balanced personalities—was true in the

An Investment

OLON E. LOW

days of our great grandfathers and will continue to be true to the end of time.

A second aim of our general educational effort ought to be to help our people to discover and enjoy the art of diversified living. My father said to me while I was a very young lad something that he had learned from one of his favourite authors, Hugh Walpole: "Son, remember, the whole secret of living is to be interested in one thing profoundly and in a thousand things well. To drink deep from the well of knowledge in one particular thing affords one the means to make a good living. Learning to do and enjoy many other things adds variety and zest and happiness to living. When one has discovered the art of abundant living he can never become the slave to habit. Good habits have their place in the economy of living, but bad ones can become heartless masters, and it is easy to become their abject servants. Teachers who become leaders in the gay adventure of search for the art of diversified living, instead of being simply purveyors of dead yesterdays, are worth any price."

I heard a chap say the other day that he thought our present education was all wrong and that we should go back to the good old days when the three R's constituted education. I hope it won't come as too much of a shock to some folks when I say that what was good enough for our fathers is not good

enough for us in this day. I think that some of the objectives of education have to change as conditions change. I am thinking in terms of a living education that changes its emphasis as we make progress and as circumstances become different. I don't want to minimize the importance of the three R's because I still think they are a firm foundation upon which the process of education can be built. But, we can never go back. We have to build for conditions as we face them.

For this day and age, I think that there are the four major special educational objectives that can prevent the tragedy of the complete subversion of the free way of life or the destruction of the human race in a senseless and useless war. I think that, while we continue to keep before us the general objectives of a sound education for any time, we ought to place emphasis on these four.

Ideas differ as to how much of this or how much of that must be included in what a truly educated man should have learned. I do not think it matters too much what range of subjects a person has studied. But what does matter is whether one's education and training have taught him to think, and to think straight. I have often wondered whether we give enough time and effort to this feature of education and training. Judging from what we turn out of our schools, I am afraid we have not been too successful, although some wonderful people with great ability to think and to probe into the mysteries of the unknown have come out of our schools. Real thinkers are people who can accumulate facts and then use those facts in such a way as to

bring them into possession of many more. The best thinkers I have ever known were those who had developed their own minds as far as they could possibly do so, but in the process, had also come into possession of the personal characteristics of humility, and meekness spoken of by the Master in the Sermon on the Mount. The greatest thinkers are those who have developed, along with their own powers, a deep faith, and know the meaning of faith. They know that "faith, unlike belief and knowledge, is essentially feeling, which, depending on its strength, lies somewhere between hope and certitude. It is a feeling of confidence and assurance that that which we cannot see or fully know is real or true or will become real or true. When one lives by faith, he lives as though that which is only a rational possibility is real or may become real." The greatest discoveries known to man have been made because individuals developed the power to think and at the same time struggled and pressed on with faith in their hearts that they would be able to make real or true the thing which they hoped to discover.

There is not much chance of developing a widespread ability to think if we cannot keep our young people in school. You may be surprised to learn that 55 percent of the Canadian people have less than eight years' schooling. That means on the average little or no high school education. Canada-wide, only about 35 percent of the people who enter Grade VII complete secondary school. The rest of them drop out largely in Grades VIII, IX, and X. I think these figures do, indeed, paint a disturbing picture. Perhaps it was good enough a hundred years ago, but conditions have changed vastly since then and life and society have become so much more complex that more and better education is needed for mere existence.

Let us come back to Alberta for a moment. I discovered from my research that out of a total of 73,941 boys and girls between the ages of 15 and 19, 37,182 were not attending school. That is

in the latest year for which figures are available. It is astounding to realize that more than half of our youths in this province are not going on with some amount of education and training beyond the tender age of 15. I discovered that only 35 percent of those starting in Grade I in Alberta entered Grade XI. The loss therefore is 65 percent in those years. A mere 28 percent of those starting in Grade I entered Grade XII in high school. The loss here is 72 percent. There is even a 41 percent loss between Grade I and Grade IX. My authority for those figures is to be found in Doctor LaZerte's report *School Finance in Canada*. Canadian schools are not holding students in attendance after Grade VI as effectively as are the schools of the United States. For example, of 100 students entering Grade II, 21 reach Grade XI in Canada and 48 in the United States. We realize, of course, that immigration, death, and shifting population have to be taken into consideration when contemplating these figures, but even so, the comparison shows that there is a great deal to be done here in Canada if we are really to have a living education that will have a chance to teach our boys and girls how to think.

I draw attention to the fact that teaching, nursing, dentistry, and engineering are all calling for greater recruits. If the high schools of our country were educating 90 percent instead of 44.5 percent of the youngsters graduating from Grade II, the shortage of personnel in these and other professions would be solved. I realize, of course, that if we wish 90 percent of the children from elementary grades to continue their education through high school, we must deal in a positive fashion with the problems of retardation and retention which are now associated with our mass education methods. What steps can be taken to retain a greater percentage of our children in the schools, at least until they complete their high school education?

I think we have to want to so hard that we will let nothing interfere with our efforts. I think we will have to en-

courage more diversified courses in a curriculum that is better suited to the needs of both rural and urban students. I am sure that we must give all out support to measures that will ensure an adequate supply of better teachers. And, we must face and solve the problems of financing, not only the schools, but needy students as well through bursaries and scholarships. It is clear that there must be a much fairer allocation of the available revenue dollars amongst the three levels of government so that our provinces and municipalities can have greater revenues for education without more heavily taxing property.

One of the ancient and honourable privileges in a democracy is the right to gripe. We hear a great deal of complaining about the cost of education. Let us take a quick look at the facts. This year, Canadians will spend over \$800,000,000 on education. That sounds like a tremendous amount of money for 16,000,000 people. But that will amount to only \$2 out of every \$65 of our national income, and represents therefore only slightly over 3 percent of Canada's gross national income. It represents only 2.67 percent of a gross national production of \$30,000,000,000 dollars. By way of comparison, this year Canadians will spend right close to \$150,000,000 to take care of crime. It would shock and stagger you to face up to the amount of money which Canadians will spend in 1957 on non-essentials. Fellow-Canadians, education is not an expense; it is an investment, and I tell you that we will never solve our problem of school financing and achieve our aim of producing a generation of superior thinkers until we look upon education as an investment.

Let me complete what I have to say on this first objective of a living, modern education by saying that we must produce such a high percentage of people who are capable of superior thinking that there will be no doubt about our ability as a nation to lead in the field of originality and inventiveness.

The second objective is closely allied to the first one. I believe we must aim so

Solon E. Low, M.P., national leader of the Social Credit party, was guest speaker at Alberta's first official opening of Education Week in Lethbridge on March 4. A former teacher, member of the Executive Council of the Alberta Teachers' Association, and former minister of education, Mr. Low is well qualified to speak on education, as an investment rather than an expenditure.

to train and educate the vast majority of our population that we can remain out in front in technical knowledge and production. Our defence against potential aggressors demands more and more technical skills. Russia is concentrating her attention upon this feature of education and is drafting into her engineering courses a vast number of her young people. She is sparing no means to give them every advantage in this field, and no young Russian capable of becoming a successful engineer or skilled technician is denied the opportunity to advance as far as he can. Financial conditions are just not allowed to prevent the turning out of such numbers of highly-trained young people that Russia can achieve her ambitions. While I do not believe that the methods they use are the right methods, or fear too much that they will outdistance the Western world in technical knowledge and production, yet I do believe that we in this country and the other parts of the free world must make greater efforts than we are now making if we are to compete successfully in this stern race.

In the field of production the Western world has led for many years. But there is no room for complacency because the gap is rapidly closing as a consequence of the all out educational and training efforts of those behind the iron curtain. We will have to turn out of our schools young men and women who can keep the free world able to produce in greater abundance and at less cost, because

Russia and her satellites have embarked on a stern contest in the field of trade, selling well below the prices quoted by Western powers, the whole project aimed at destroying the economies of the free countries.

I think a third objective of our present day educational endeavours must be to develop men and women of high morality and unquestionably great character. If the people of Canada would have the highest returns from their financial investment in education, they must, as a matter of sound business judgment, have in all of our schools, teachers of outstanding leadership and wholesome influence, teachers possessed of a love and respect for truth. In the race between education and disaster, we must always be aware of the fact that the enemies of the free way of life are materialists. They want everyone to be a materialist. For many years they have aimed to destroy free thinking and the spiritual and moral aspects of the good, well-rounded life. Their subversive work has been in evidence in all the countries of the world, and many of our people have become tinged with materialism or have become advocates of it. It would be too much to expect that some of this influence would not get into our schools.

Parents who are wide awake can soon size up the quality of the teaching their children get. I hope you will pardon me for using my own family as an illustration. We have had children in the schools for a good many years. I remember one of them came home one night quite disturbed about something a teacher had said in a science class that day. She reported her teacher made the categorical statement that the progress of science has destroyed all possibility of belief in miraculous or supernatural things such as are recorded in the Scriptures; and used as evidence the evolutionary theory of human origin. The teacher stated that there was no doubt whatever, that life accidentally evolved from the three basic building blocks of the universe—protons, electrons, and neutrons. Science, he said, explains that these particles of matter

arrange themselves so as to constitute a clod of earth, an ugly toad, or a beautiful maiden.

Now, whatever may be the effect of such a philosophy on mature, adult minds, it is nothing less than sheer disaster to the ethical life or spiritual development of the young or uneducated to lead them to believe that chimpanzees or gorillas are man's nearest relatives—that man is nothing but an improved animal. That is materialism. You can understand why this girl of ours was confused. And when we questioned her, we found that the teacher had said not a word on the other side of the case.

Now, by way of contrast, another one of our children reported in glowing terms about what another teacher, a lady this time, had done over a period of days. This teacher was evidently much more discriminating and careful. She discussed the theory of evolution with the students. Then she pointed out the inability of the materialists to offer any satisfactory or even plausible explanation of the process by which an accumulation of protons, electrons, and neutrons may become on the one hand a clod of earth, or on the other, an ugly toad or a beautiful maiden. She said, "It does appear that there must be some kind of direction in it, and if so, that direction must come from the mind of a Superior Being—a Creator."

She continued, "The materialist's concept of evolution is based upon one premise which upon close examination, seems to be fatal to their whole philosophy. That premise is this: all living things evolved from single cells; the process of development is from the simple to the complex."

This real leader of young people then took her students through a delightful and stimulating study of the paramacium, a single-celled form of life. She described how it takes into its simple body, carbon dioxide and water; how it utilizes the energizing effect of light to put these materials together to build starches and sugars for its own sustenance. This process science calls photo-

synthesis. It is one of the most complex and complicated processes in nature. The brightest human mind has never yet succeeded in duplicating the process. In fact, men still know comparatively little about it. And yet that single, tiny cell, has possessed the knowledge from the very beginning, otherwise it would not have lived and generated others of its kind. Where did the so-called simplest form of life, that has nothing to think with, get the ability to do what the highest form of life has not been able to learn in all his years of existence? This, she pointed out, is a very strong evidence that a Master Mind built the ability to do complicated things into the simplest forms of life.

Young people who have been taught to think, and in whom the moral and spiritual virtues have been developed through proper education, will never become rank materialists, and they will be equipped to withstand the pressures and propaganda let loose by the materialists for the purpose of subverting the free way of life.

Here was a teacher worth her weight in gold. No salary could be considered too great to pay for her kind. And yet, do you know that the average salary of our teachers in Canada last year was only \$2,950? With that kind of salary, how in the world can we expect the right kind of people to prepare themselves through years of study and effort for teaching, when with the same study and effort they can make half as much again in some of the other professions? This lady in our school gave leadership of very high quality and on a high moral plain. She demonstrated love for truth. We need teachers who are lovers of and seekers after truth; who have learned to think; and who have the ability to teach and train our boys and girls how to think. We ought to be sure of careful teacher selection. See that they are well trained and then be sure they are well paid so that they will stay in the teaching profession and continue to improve their qualifications throughout their teaching careers.

And now a brief consideration of the fourth objective in the kind of education which I think will win the race for survival. The acute and dangerous world situation of today makes essential another phase of education which is often overlooked. Developing the intellect is not enough to meet the challenge of these times. Even unusual development of the spiritual and moral characters as well may leave us far behind in the race. I believe that at no time in history has it been so necessary to impress upon our youth as well as the adults in our communities the necessity of developing the spirit of the universal brotherhood of man. Now more than ever, we must know of our dependence upon our neighbours and upon people in other lands for the things we need. Whether it be the Brazilian who endangers his life to secure for us medicinal herbs and roots in the steaming jungles along the Amazon, or the Chinese who gather and pack with care the ginger root that our lives may be more abundant and healthful, we ought to help our children in the schools and our people generally to be thankful for these people of other nations and for our interdependence. They are our neighbours even if remotely removed from us. The Christian admonition is, "Thou shalt love thy neighbour as thyself." People in all lands have much to contribute to us, not only in goods, but in culture, knowledge, philosophy, and personal ideals. We have much of the same things to give them, but the exchange will never be fully effected until we teach our generation to be a generation of givers and not of getters; until by our demonstration of real love and unselfishness we have removed distrust and fear from the hearts of the people in all nations. This necessitates heart education.

There are millions of people in other lands who distrust the people in the Western world and who fear us. We have given them some good reasons for so doing. We in the so-called free countries have not been too scrupulous in our attitude towards these people nor in our

(Continued on Page 36)

Individual

ACCORDING to the results from a questionnaire, the problems which offer most difficulty to teachers centre around individual differences, that is, differences among children in readiness for learning, in rate of learning, in interest in learning, and so on. Walter W. Cook, dean of education at the University of Minnesota, stated recently that the modern changes in educational practices had their origins in our increasing knowledge of individual differences. We need to remember, however, that changing social conditions and social requirements have also played a major role in modifying the curriculum, as, for instance, the changes in the content of the arithmetic and spelling curricula that have made them more closely related to the needs of children and adults than to an outmoded psychology of formal discipline. Information about individual differences has influenced modern curriculum-making by providing a basis on which a variety of decisions may be made. We know when to teach certain topics, and the sequence to be followed in teaching specific skills and concepts, and how to teach and how to group children for most effective learning.

Educators have long been aware that wide differences exist among the children in any classroom, but it is only within the last 30 years or so that we have had rather precise information about the extent and range of the differences. For instance, a writer in a recent yearbook of the Association for Supervision and Curriculum Development observed: "When we inaugurated a universal, public, secondary system, there was little to indicate what the range and

nature of individual differences are, and how this range would affect our schemes of administering and organizing the learning." Specifically, it may be that our graded system, by which learners are organized into groups called grades, is quite illogical in the light of the nature of individual differences among school children.

Two types of differences

As a matter of fact, any comprehensive consideration of the importance of differences for curriculum planning and instructional procedures requires that we take into account differences among children and differences within each child. The former, differences among individuals, are known as **individual differences**. The latter, differences within the individual, are termed **trait differences**. Trait differences for a single child are large if he is expert in reading, average in arithmetic, and inferior in spelling. In our planning for teaching, we need to know something about the extent to which one child differs from another in various skills, and also we should be aware of the degree to which a given individual is equally competent in several skills.

Sound educational practices must be based upon valid evidence about these two kinds of differences and about what happens to them in the course of instruction.

How large are individual differences?

Ordinarily, we may expect that the average mental age of first-grade children is about six years; but two percent of them will have a mental age of less

Differences

FRED T. TYLER

than four years, and two percent will have a mental age of more than eight years. In other words, there is a difference of at least four years of mental age between the highest and the lowest mental ages among these children, even if we ignore the most extreme four percent. By the time these children have entered Grade VI the situation is even worse, for the range of mental ages for the middle 96 percent has now doubled, being eight years—varying from 8 years to 16 years of mental age. The effect of getting older, or of going to school for six years, has been to make the problem of the teacher greater in Grade VI than it was in Grade I, since the range of ability with which the teacher must deal has been doubled.

The range of achievement in school subjects is quite as large as it is for general intelligence, and the range of achievement is larger at the later than at the earlier ages. Apparently more and more schooling makes children more and more different in the kinds of things we teach in our schools.

Why do the differences become larger and larger?

How can we account for the fact that the range of individual differences is greater in Grade VIII than it is in Grade I? Several answers have been proposed.

Many educators claim that the level of ability of school children is less than it was 30 years ago when only a select group remained in school, so that the older pupils were more homogeneous in their abilities than they are now when most children attend school until they are at least 15 or 16 years of age. However, it is not certain that the ability of pupils in the upper grades of the elementary school and in the secondary schools is less than it was years ago; nor is it clear that the range of ability in our classes now is larger than it was in the 1920's. In fact, one excellent study of the intelligence of school children in an urban community showed that the average level of ability and the range of ability were about the same in 1940 as they were in 1920. More investigations of this type are needed.

It is sometimes asserted that we could eliminate, or at least reduce, the wide range of ability in our classes if we would place in a given classroom children who have about the same level of I.Q. as measured by a general intelligence test, or those who have similar scores on a general achievement test. Such a recommendation assumes, of course, that children who have the same I.Q. also have the same levels of ability for all types of school work; that is, it is believed that the child with a high I.Q. has equally high ability in reading, arithmetic, spelling, social studies, and so on.

However, this belief is not founded on facts. It is possible to present only one example. A five-year-old boy had a general score of five years and nine months on the Primary Mental Abilities test; but in one part of the test his age was four years nine months, on another it was five years four months, on another six years six months, and in another seven years eight months. Certainly this boy shows marked differences in his several abilities. The use of a single general score covers up information about his strengths and weaknesses; in other words, his trait variability is large. And, generally speaking, we all vary markedly

within ourselves in our different abilities.

Apparently we cannot solve the problem of individual differences in our classes by making homogeneous groups based on scores from general intelligence tests or general achievement tests, because trait variabilities are large.

Still another group of educators suggest that we could simplify the problems arising from individual differences if we would pass children from one grade to the next only if they meet some specified and high standard of achievement in their school work instead of passing them because they have grown a year older. It is asserted that automatic promotion has: reduced the average level of achievement in the upper grades; increased the range of achievement found in the higher grades; and resulted in a loss of motivation (for the pupils discover that they will be promoted even if they do not learn the prescribed materials—so, why study?).

The results of several studies in Minnesota should at least require us to reconsider these assertions. The investigators examined children in schools using different promotional policies and found there were no differences in average achievement in Grade VII between those schools where rigid standards were used and those where a non-failure policy was employed. Nor were there any differences in the range of achievement found under the different theories regarding promotion.

It appeared that automatic promotion did not necessarily reduce the level of achievement, nor did it increase the range of achievement found in the upper grades of the elementary school. Retardation did not improve achievement. As far as school achievement is concerned, the crucial issue appears to be, not whether the slow learner is passed or failed, but rather how adequately he is taught wherever he is placed.

Teachers often believe that the problems of individual differences could be simplified if only the teachers in the

lower grades would teach more effectively. They maintain that superior teaching in any grade would reduce the range of differences found in the later grade. This is true, but only if we are concerned with teaching certain types of educational aims, such as memorization of names, dates, places, and the like. If educational outcomes are limited to such goals then the range of achievement could be reduced by superior teaching. The superior pupils can attain these goals with ease and boredom, the slower learner would also achieve them—with frustration and perspiration.

However, if we attempt to develop the learner's higher mental processes—his ability to think, reason, make sound judgments, and so on—then superior teaching will likely increase rather than reduce the range of individual differences in these important educational outcomes. If the materials to be learned are complex, then variability in achievement becomes greater. Under these conditions even the abilities of the most apt pupils are taxed to the limit, whereas the slow learner may make but little progress.

Apparently we cannot resolve all the problems associated with individual differences by homogeneous grouping based on measures of general intelligence or general educational achievement, nor by relying upon rigid standards of promotion, nor by superior teaching of important educational goals. Instead we should accept the facts of individual differences, recognizing that a wide variety of talents and competencies is useful in our complex society.

Having accepted the facts, we should then use the most effective procedures available for dealing with individuals in group situations. The following principles will help us to capitalize upon our knowledge of individual differences—

- We must know the individual pupil
- We must make use of some type of grouping
- We must have ample appropriate materials.

If we accept these principles, then cer-

tain educational conditions must be provided.

Knowing the individual

There are various ways through which a teacher may come to know better the individual pupils in the classroom. Certainly, smaller classes are almost prerequisite. Probably there should be no more than 25 pupils in a classroom in the lower grades, and no more than 30 in the upper grades. The fact that classes are small does not guarantee, in and of itself, more effective teaching and learning; teachers must adjust their methods so as to capitalize upon the advantages to be found in smaller groups. There are many advantages in having a teacher remain, under ordinary circumstances, with the same group of children for several years instead of for only a few months. This does not mean that a given pupil must be with a certain teacher for the longer period of time, for there may be reasons why he should be transferred to another classroom.

Teachers may learn a great deal about their pupils through a comprehensive and systematic program of testing and evaluation. The results of tests and other evaluative techniques, such as anecdotal records, should be kept in cumulative folders. This procedure ensures evidence about changes in behaviour over a considerable period of time.

Teachers need to make extensive use of diagnostic tests to determine whether a pupil is ready to move along to the next more complex skill, or whether he requires further instruction in certain prerequisite subskills. For instance, a pupil is ready to learn the process of two-place division if he can handle certain less complex subskills—can he estimate quotients? can he multiply? can he 'carry' numbers? can he subtract? Answers to such questions may be obtained from diagnostic tests, or by observing the pupil as he works simple computational problems.

Evidence obtained by observing a child work his exercises or by talking with

Dr. Tyler is assistant dean of education of the University of California. He was born and educated in Alberta, taught school here, and has returned as guest speaker for the Alberta Teachers' Association on two occasions. Last year, he addressed the Calgary District, Hanna, Castor-Neutral Hills, and Southeastern Alberta Conventions.

him as he works can give useful information about his readiness for the next step in the learning process. Some unusual procedures may be discovered by listening to a pupil complete an exercise involving subtraction. For instance, there is the boy who found the difference between 17 and 9 by the following method: $9 \times 2 = 18$, $18 - 17 = 1$, $9 - 1 = 8$, the answer is 8. The remainder for $17 - 8$ involved these steps: $8 \times 2 = 16$, $17 - 16 = 1$, $8 + 1 = 9$, the answer is 9. Do we fail to use the information we might obtain about a pupil's skills through observation and interview?

Interviews with parents provide a valuable source of evidence about individual pupils. Teacher-parent conferences for reporting pupil progress to parents, such as are used in several school systems in Alberta, help the teacher to develop a better understanding of the pupils; they also enable the teacher to give parents a better idea of the aims of the school.

Grouping within a class

We have pointed out that a group that is homogeneous with respect to score on a general intelligence test or a general achievement test is heterogeneous in achievement in different subjects such as reading, arithmetic, spelling, and so on. This does not mean that we cannot use small groups within our classes; rather we must organize the groupings by taking into consideration achievement in specific subject fields rather than in

- The range of individual differences in intelligence and achievement is large when children first come to school, and the range gets larger year by year.
- Several methods and procedures that have been suggested have not solved the problems arising from individual differences.
- We should accept the facts of individual differences and trait differences and capitalize upon them.
- The teacher must know much about each pupil; there must be a wealth of suitable curricular materials.
- The teacher needs to arrange the children in small groups according to their abilities and achievements.

general educational achievement. This means that the constitution of these groups will vary with the materials and aims of instruction, and the make-up of the groups may change from time to time in the course of a year.

Appropriate materials

If we are to be able to care for individuals in small groups, there must be

a great variety of instructional materials so that each pupil may find suitable materials for a variety of purposes. The books, pamphlets, and so on, must contribute to the development of both simple and complex educational outcomes, including learning to discover facts, drawing inferences, reading graphs, maps, and tables, organizing data, and presenting data and conclusions.

Notice Regarding Refund of Pension Contributions

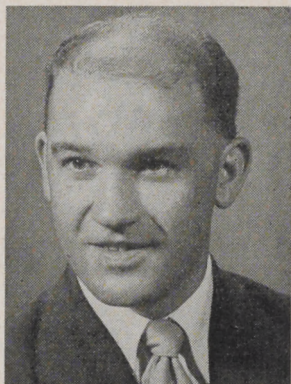
According to a regulation of the Board of Administrators, effective since July 1, 1954, **applications for refund are placed on file until four months after August 31, or the date of the last contribution, whichever is the earlier.** This regulation is necessary for the following reasons.

1. All contributions must be received and posted before refund payment can be made.
2. This regulation protects the teachers who have resigned in June or July, with no intention of teaching the following year, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, in whole or in part, relinquishes all accrued benefits in the Fund.
3. This regulation helps to avoid unnecessary cost in office administration.

Forms for application for refund will be supplied on request.

**Eric C. Ansley
Secretary-Treasurer
Board of Administrators**

Appointment Executive Assistant



E. J. INGRAM

The Executive Council of the Alberta Teachers' Association takes pleasure in announcing the appointment of Mr. E. J. Ingram of Bentley to head office staff. Mr. Ingram is at present a high school teacher on the staff of the Bentley High School in the Lacombe School Division.

A native of Bentley, Mr. Ingram received his elementary and high school education in schools of the Bentley and Rimbey area. He is a graduate of the University of Alberta and is currently

working on a thesis to complete requirements for the M.Ed. degree.

His teaching career began in 1946 in the Stettler School Division and he later taught in the Rocky Mountain School Division before accepting an appointment to the staff of the Bentley High School in 1948.

Mr. Ingram has been active in ATA affairs for a number of years. He has served as president of the Lacombe Local for two terms and has been chairman of the negotiating committee for Lacombe School Division on four occasions. In addition, he has served as an Annual General Meeting councillor and was a delegate from his local to the Banff ATA Conference. In August of 1956, he attended the ATA Collective Bargaining Seminar at Banff.

He has also been active in community organizations, including the Bentley Board of Trade, the Bentley and District Farm and Home Improvement Program, and the Bentley BPOE.

Mr. and Mrs. Ingram and son will take up residence in Edmonton during July. He will assume his post with the Association on August 1.

Alberta Teachers' Association Professional Assistance Program

The Alberta Teachers' Association Professional Assistance Program has been established to provide interest free loans to teachers wishing to continue their professional education through study at a winter session in the Faculty of Education, University of Alberta. Loans are insured at the cost of the borrower against death and disability. Repayment must be commenced at the beginning of the first year after which the loan was

granted. At least \$200 must be paid during the first year and the balance within the next year.

Applications should be received before May 15 of any year and must be accompanied by a statement of professional education. Complete regulations and prescribed forms for application are available from the general secretary-treasurer of The Alberta Teachers' Association.

Remembered

THE title for this address comes from Longfellow's "The Birds of Killingworth". You will remember that, in his eloquent appeal on behalf of the birds, the preceptor used these words:

Think of your woods and orchards
without birds,

Of empty nests that cling to boughs
and beams,

As in an idiot's brain, remembered
words

Hang empty mid the cobwebs of his
dreams.

Empty words

Empty words—words without meaning—this may well prove to be the major curse of our time. When one realizes the many ways in which words are used, sometimes most skilfully, not to communicate but to obstruct communication, not to clarify meaning but to obscure it, not to straighten out thinking but to distort it, one becomes aware of the tremendous responsibility resting upon all of us who are engaged in the teaching of language. Unless we see this responsibility clearly, we are likely to spend our time entirely on the mechanics of language and neglect its more important aspects.

Inferences and assumptions are paraded as facts; value judgments masquerade as objective appraisals; unconscious projections appear as factual descriptions. These are the things that cause real trouble in language. Inability to discriminate between adjective and adverb, between objective case and the predicate nominative are of minor importance compared with inability to differentiate somebody's inferences from

the facts on which they are supposedly based. When the emphasis is on meaning, form and structure will not be neglected insofar as they are essential to meaning. When form and structure are emphasized, meaning is too often neglected—in one grammar lesson, I actually heard a teacher say, "The meaning doesn't matter." In such cases we clearly fall under the condemnation uttered long ago in these words—

Why beholdest thou the mote that is in thy brother's eye, but considerest not the beam that is in thine own eye? Or how wilt thou say to thy brother, Let me pull out the mote out of thine eye; and behold a beam is in thine own eye? Thou hypocrite, first cast out the beam out of thine own eye; and then shall thou see clearly to cast out the mote out of thy brother's eye.

There are a number of things in this passage from the King James version of the Bible of interest to teachers of language. First of all, it gets along admirably without quotation marks for direct narration; second, is the use of "out"—"pull **out** the mote **out** of thine eye"—doesn't that make you want to reach for a red pencil?; but most important is its insistence that before we make minor corrections in another we make the major correction in ourselves.

In *People in Quandaries*, Wendell Johnson says that our language in general is responsible for the structure of our civilization and for many of its resulting problems. Only as we become more aware of the relationship between our language and reality, of the difference between them, and of the ways in

Words

H. E. PANABAKER

which this difference is obscured, can we avoid the maladjustments so common today.

Communicate meaning

The basis purpose of language is communication. Before there can be any communication, there must be something to be communicated, that is, meaning. There is no such thing as **the** meaning of an event, or even of a word for that matter; there are only the meanings of the event attached to it by those who experience it or the meanings attached to the word by those who see or hear it. It is important for us to remember this at all times; meaning is a purely personal thing developed in the context created by the individual's own experience. Each person, of necessity, has a different frame of reference and interprets events as he sees them, and not as you want him to see them or as you think he ought to see them.

We would be saved much trouble in our dealings with students and parents and, indeed, with people generally if we fully accepted this fact and if we schooled ourselves to show in our actions and our words that we really did accept it. Instead of acting as if our own frame of reference was the only possible one, we would be aware of the wide range of interpretation possible in any situation

and we would not be so prone to label other people as stupid, obstinate, non-cooperative, overbearing, etc., etc. Neither would we need to defend ourselves so obstinately. My experience is that most of our trouble in human relations arises from someone's insistence that there is only one possible point of view.

A teacher, for example, is anxious to have his students do a good job. With that in view, he does certain things. He may put pressures on them. He may penalize them in various ways for their shortcomings. His correction of their errors may become somewhat sharp. In his frame of reference, everything he has done has been reasonable and fair. He has only one wish and that is to help them. But that is not the way his students see it. The pressures he puts on them to do better work often place them under threat. They interpret the teacher's words and actions in a special way because they feel threatened. The teacher's meaning—his desire to have them do well—is not conveyed to them; their meanings may include that he is a domineering and possibly hateful figure and they react accordingly with hostility and even with outright rebellion. Reports that the teacher said so and so or did such and such go to the homes. Sometimes complaints go to the principal or the superintendent. The teacher denies that he said so and so or did such and such; instead he claims that he said this and that or did thus and so. At that point an impasse is reached unless the professionals in the situation, that is, the teacher and the principal, are fully aware of what has happened. Have the pupils spread false reports? Has the teacher concealed the truth? Not necessarily. Different people viewing the same events from different frames of reference have taken different meanings from it.

The fundamental fact of different meanings of the same event is something that we cannot escape. In communication of all kinds, but most essentially in our relations with our students and with

others, we must try to ensure that the meanings they get are as close as possible to the meaning we wish to convey. It would pay rich dividends to every teacher to set aside a period regularly in which the meanings children are attaching to the classroom experiences could be voiced and thus checked against the meaning the teacher hopes they get. Attention can then be focussed upon what to do to make your meaning clearer.

Our outstanding teachers, the ones whose classes are free from tensions and hostilities, are those who have managed to convey to the students this meaning: that they are appreciated and valued as persons and that the teacher's main concern is to assist them as fully as possible. Hostile and rebellious or apathetic pupils may learn some algebra or grammar or social studies, but they learn more to hate or disregard authority or to shun all forms of study. You have only to listen carefully to students out of school or to adults later to discover what they have really learned, that is, what meanings they have acquired from their experience.

I find too many teachers who assume that what they say, the pupils hear. They forget entirely that what each pupil hears is conditioned by his private frame of reference. These teachers do a tremendous amount of talking but all too little listening. What I am saying is this: the teacher talking to the class is not the class listening to the teacher; the teacher teaching is not the class learning. The teacher needs to stop frequently to discover what his pupils hear. "How does this seem to you?" "What do you get out of this?" "What points do you not understand?" "What does this mean to you?" "How do you know?" These and similar questions tell him how close he has come to his mark. What is more, as Cantor points out, if he can stimulate his pupils to ask questions, he will quickly learn the meanings they are searching for. Too often we seem interested only in getting answers—often our own answers to our own questions, and when we

do we smugly assume that we have taught successfully. However, we should realize that the only answers which have any real meaning to the student are his answers to his questions.

Practical language in the classroom

Some of us set great store by pupil notebooks. We encourage them to write at very considerable length without asking the questions: what purpose do these notes serve? what do they mean to the student? As I recall my daughter's interpretation, her notebook had to be set up in a certain manner because the teacher demanded it. That the pupil's notebook should be a personal thing, an aid to the pupil in mastering the subject, seems quite foreign to some teacher's thinking. I have seen Grade VII and VIII notebooks, which, in volume at least, would do credit to a university student, but I frequently find that all the welter of words has almost no meaning to the owners of the books. A friend of mine with a child in Grade VIII complained about this only a few weeks ago.

A couple of years ago, I was in a Grade VIII classroom during a social studies work period. In one particularly neat and very complete notebook, I found a paragraph on the natives of Australia which began with this sentence: "Their origins shrouded in the mists of antiquity, the Australian aborigines are a race apart." Marvellous words for a Grade VIII student. But when I asked her: "What does that mean?", she smiled sweetly and said, "I haven't the foggiest idea." I then said, "In that case, how did it get into your notebook." "Oh", she replied, "it was in a report and put on the blackboard and we had to copy it down." Here, you see, was the result of a lack of awareness of the significance of language.

A short time ago, I was in a Grade VII classroom which was characterized by a great deal of industry. The notebooks were bulging with summaries and reports. I found about a page devoted to a summary of various details concerning the smelting of iron and the manufacture

of steel. I asked a couple of students, "What is the difference between iron and steel?" They didn't know. The details so carefully recorded had not been crystallized into the generalization that steel is made from iron mixed with something else.

I think we have to be careful that what goes into pupils' notebooks is thoroughly understood by the pupils and therefore serves a useful purpose in aiding in the recall of ideas. It is worse than useless to have them record reams of meaningless words which for all their practical significance to the student might just as well be written in a foreign language.

In our language lessons we do a great deal of talking about language; we dwell at great length on nouns and verbs and sentence structure, on unity and coherence, on figures of speech, etc. We will insist that a student be able to analyze a sentence or identify all the parts of speech but we will also use this sort of language in framing test questions—

- ✓ Match the name with its official position.
- ✓ What is the significance of each of the following in the news?
- ✓ What is the meaning of the following abbreviations?

In one class which I recently visited, I found a spelling lesson in progress. The words used came from a list of rather difficult words, but on the blackboard a student monitor had listed homework assignments and in this list two words were misspelled, but no reference was made to them. This teacher did not seem to be aware of the teaching possibilities in such a situation. Here was language in use. We need to cultivate a sensitivity to this kind of situation through which students can be helped.

In another case, the teacher was dealing with the simple sentence. During the discussion he placed on the blackboard the statement: "A simple sentence makes only one statement." The students dutifully copied this in their notebooks. Then followed a discussion of the modifiers of the subject, summarized by the teacher

Harold Panabaker is assistant superintendent for Calgary Public Schools. His principal areas of responsibility are junior high schools and guidance. This article is adapted from an address he delivered at the Calgary City ATA Convention earlier this year.

and copied by the students. Finally, the teacher wrote this example, carefully copied by the students: "The man, who was very dirty, stood in the doorway." The point is not that the teacher's example was a complex sentence: the point is that not one pupil in the Grade IX class questioned it; no one said, "Sir, doesn't that sentence make two statements?" The question of meaning had not even arisen. Students were incurious and uncritical. This was a lesson about language and no one thought to look carefully at the language actually being used.

Our textbooks provide a fertile field for developing a critical awareness of language. Many pupils have the idea that if a statement appears in a book it must be correct. Many of us fail to raise the important question: "Does that make sense?"

A short time ago, while visiting a Grade VIII class, I found in a note on climate this statement: "Ten inches of snow equals one inch of rain." I said to the pupil, "Do you believe that?" She replied, "Well, yes, It's in the book. I can show you right where it is." In passing, note the tendency to accept uncritically what is in 'the book'. I asked her then: "What do you know about snow?" Her reply was: "What do you mean?" My question: "Is it always the same?" Her reply: "No. Sometimes it's light and dry; sometimes it's heavy and wet." "Now", I said, "does that statement make sense?", and she replied: "Only sometimes."

In the Grade VII text, *Canada and Her*

Neighbours, you will find this statement: "The Parsnip and the Finlay form the Peace River, which drains into Lake Athabasca", and a little later in the paragraph, "Look at the map on pages 154-155 and see if you can find these rivers". The interesting thing is that the map in question shows the Peace joining the Slave River some distance north of Lake Athabasca.

There are many opportunities for the alert teacher in mathematics to develop this attitude to language. Although mathematics is supposedly the language of precision, questions are frequently phrased in terms which on close examination fail to make any sense whatever.

Most Grade VIII teachers will remember the rotolactor, page 52. Question 5 on the rotolactor provides an example of the kind of language I mean: "Eight cows an hour is a good record for milking by hand. At that rate, how many men would be required to milk 1680 cows in 6 hours?" The answer is, I suppose, $1680 \div 6 \times 8 = 35$. But this leaves several important questions unanswered. What does "a good record" mean? Could even a good milker keep that pace up for six hours? In fact, could any man milk steadily for a six-hour stretch? In the light of these questions, the answer (35) that comes so easily is seen to be no answer at all.

On page 62 of the Grade VIII mathematics text is a lesson, "Protect your Eyes." This compares the various senses on the basis of the amount of information we gather through them and gives this in percentage figures. Then it asks questions like this: The sense of sight is about how many times as valuable as the sense of smell? The answer is to be found by dividing one percentage into the other. But you cannot let it go at that. There are important meanings here that must be revealed? Isn't the only correct answer to such a question: valuable for what? May things which are different qualitatively be compared quantitatively? The question as asked makes no sense whatever. In allowing pupils to

answer it as it stands we are training them in stupidity.

For plain talk

What I am trying to say in all this is that the most important thing about language is its meaning and that all our language teaching should be directed to this end. Talking about language, working with nouns and verbs and phrases and clauses, is valuable only if it makes our students better able to express their ideas plainly and accurately, and, if possible, gracefully. We will not succeed in making essayists, novelists, or poets out of all our pupils, nor should we try, but as George Sampson, a great English essayist wrote 30 or more years ago, we should train all of them to say a plain thing in a plain way.

There is no one way of doing this. There are many ways, each to be discovered with careful searching. They will be found when we begin to look back of the words to their meanings, when we consciously look back of the process or activity to its purpose. "What am I striving for?" becomes, in effect, "What do I mean by this lesson—this activity?" We must avoid stereotyped ways of thinking and of teaching. Once we become hardened into any mould, we lose the power of creative teaching. Remember Tennyson's—

The old order changeth yielding
place to new,
And God fulfills himself in many
ways,
Lest one good custom should corrupt
the world.

**Do as I say—
not do as I do.**

Educational Research in Alberta

H. T. COUTTS

ON all sides people are talking and writing about problems of education in our schools and universities. Much of what we hear and read is rather subjective: based upon opinion rather than fact. But questions of vital concern to all of us remain unanswered. Some of these questions may be answered, in part at least, by a simple fact-finding approach. What is the level of achievement of Grade VI pupils in the fundamental operations of arithmetic? What are the major causes of drop-out in our secondary schools? What percentage of students admitted to our universities remain to graduate? What is the comparative cost of publicly and privately owned and operated school buses? Beyond these questions, and not unrelated to them, are those which have to do with practical problems of procedure. If answers are found, they can be applied. Examples of such questions cover a wide range of interests. Which of several methods of teaching reading to beginners produces best results? What is the reaction of time spent on school buses to achievement in school subjects? What combination of admission requirements is of greatest value in predicting success in university studies? More fundamental are questions which relate educational problems to philosophy, psychology, and sociology. Is philosophic consensus possible in an educational system? What effect has a particular emotional disturbance on learning? To what extent is the high school curriculum the result of social pressure?

Research for objectivity

We like to think of the processes by which we arrive at objective answers to such questions as educational research. At all three levels—the fact-finding, the applied, and the fundamental—research is necessary as a basis of evaluating both what our schools are doing and what they should be doing. We are challenged with the need for studies in developmental psychology, the psychology of learning, in methods of instruction, in school organization and financing, in curriculum offerings, in the history and philosophy of education, in educational sociology.

Early research sporadic

Before 1950, educational research in Alberta was of a rather sporadic nature. Much work of a fact-gathering sort had been done by the Department of Education with little effort at publication. The Alberta Teachers' Association had attempted some rather interesting and useful studies. Through one of these Dr. Clarence Sansom made a longitudinal study of achievement of a sample of secondary school students. Through another, Frederick Tyler made a survey of vocational opportunities and guidance possibilities. The first was reported in *The ATA Magazine*, the latter in a book entitled, *Choosing Your Life Work*. The University of Alberta, through its graduate students in history and education, had conducted studies, usually unrelated to each other, into various aspects of education: history, philosophy, psychology,

administration, curriculum. The studies were usually isolated and restricted, the latter because of inadequate financial resources. The results of these studies were not usually published. Exceptions were those major studies on the teaching profession made by Dr. M. E. LaZerte and others under the aegis of the Canadian Education Association.

Efforts to coordinate educational research

Strenuous efforts were made following 1950 for setting up a more unified attack on some of the research needs of the province. What seemed necessary was an organization willing to concentrate attention on educational research. In response to a letter from the Alberta Teachers' Association written October 15, 1953, President Andrew Stewart wrote to Mr. E. C. Ansley: "The nature and form of the organization which will be developed to promote educational research at the University of Alberta will depend to a large extent on the evidence of interest in and enthusiasm for research into educational problems. I am therefore glad to know that your organization is vitally interested in the extension of educational research." The University of Alberta, through its Faculty of Education, took the initiative in bringing together representatives from those organizations whose fundamental purpose for existence is education. As a result, five cooperating groups established a broadly based organization to coordinate educational research efforts in the province. The five member groups are the Department of Education, the Alberta Teachers' Association, the Alberta School Trustees' Association, the Alberta Federation of Home and School Associations Incorporated, and the University of Alberta. The organization thus formed, the Alberta Advisory Committee on Educational Research, was set up by constitutional agreement among these five participating bodies. Twice a year the eleven-member committee meets to approve a research program suggested to it by a Faculty of Education Com-

Dr. Coutts' article about the Alberta Advisory Committee on Educational Research is both timely and interesting. We recommend that locals and individuals consider making grants to the AACER and subscribing to the journal.

mittee on Educational Research as well as to receive reports on accomplishments, approve a budget, and review finances. A sub-committee on projects is responsible for the collection of suggestions for educational research and their submission to the Advisory Committee. A sub-committee on finance carries on a program of fund raising activities sanctioned by the Advisory Committee and a program designed to encourage subscriptions to *The Alberta Journal of Educational Research*. A director of research provides liaison between the Advisory Committee and the Faculty Committee.

Studies controlled by committee

The Faculty Committee, which meets once a month, actually plans the research program and takes responsibility for all details and publication. Much of the actual work is done by staff members, graduate students, and other interested groups. In every instance the studies are sponsored and guided by the Faculty Committee which is responsible to the University for the quality of the work done.

Financing the program

Little significant research can be done without financial support. Much effort has been expended in encouraging contributions to the capital account and the current account maintained by the University of Alberta for the Advisory and Faculty Committees. The cooperating organizations have given generously as their resources permitted. The response from school boards and teachers' locals

has been an increasing source of encouragement. There have been fewer contributions from certain other groups which might be expected to have a keen interest in the results of educational research.

The Alberta Journal of Educational Research

Together, the Advisory Faculty Committees have rather important achievements to their credit. Besides the actual research projects, the committees have published quarterly since March, 1955, *The Alberta Journal of Educational Research*. The journal, which, with its December issue, completed two years of publication, is the first of its kind in Canada. Its articles are varied, reflecting the interests of its participating organizations. Its editorial policy has demanded uniformly high quality and consistency of work from its contributors. The value of the journal is that the results of investigations relative to educational problems are available to interested readers. Its growing circulation gives evidence of interest in all provinces of Canada. To date, it has included only articles related to educational research

in Alberta or the reports of studies sponsored by the Faculty of Education Committee on Educational Research. It has contained summaries of studies of achievement in various school subjects, of individual differences among Alberta pupils, of the self-concept and the ideal-concept in adolescence, of insurance programs of school divisions, of the effect of transiency on examination results, and the like. It has included articles on the history of the Alberta secondary school, the rural high school, the separate school. There have been other articles of more general nature. These have dealt with the reasons for choosing teaching as a career, a cooperative approach to supervision of instruction, and promotion policies practised in our schools.

The Alberta Advisory Committee on Educational Research is a venture in cooperative support and stimulation of educational research. Conducting research in education is no simple matter. Naturally we have made mistakes. But we are learning from those mistakes. We have high hopes for the future of educational research in this province.

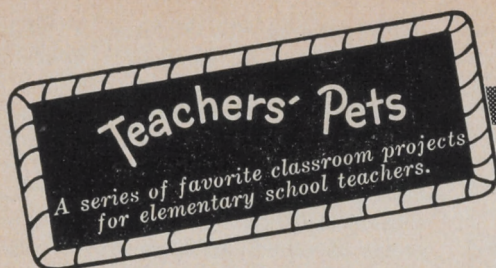
Notice Regarding Amendment Pension Refund Regulations

In accordance with a resolution passed at the 1956 Annual General Meeting, Section 13 of By-law No. 1 of 1948 has been amended, to provide that teachers shall receive as refund all contributions and interest in excess of those for the first two years of service.

The regulation is to become effective August 1, 1957.

All teachers withdrawing from teaching service after August 1, 1957, and all teachers making application for refund after August 1, 1957 will be granted refunds according to the new regulation.

**Eric C. Ansley
Secretary-Treasurer
Board of Administrators**



By MRS. A. P. MacFARLANE
PORT PERRY, ONT.

"SPONTANEOUS DESIGN"

MATERIALS NEEDED: Drawing Paper, SARGENT Hexagon Crayons.



Simple activity requiring a minimum of materials and a maximum of creative imagination, this lesson in free arrangement of line, form and color gives each pupil a satisfying experience and at the same time provides an attractive display for the classroom. Pressing firmly on his SARGENT Hexagon Crayon, child applies on or near the center of his paper his favorite color, in some pleasing shape—either outline or solid.

Then he places other colors, in varying designs, one after another entirely around the original spot...preferably contrasting light against dark. This crayon work, carried right to the edge of the paper, creates a brilliant kaleidoscope of color and form.



Greatest value of the lesson lies not only in the gratification of the love for color, but in awakening the child's natural feeling for rhythm and balance...and deepening his capacity for enjoyment of play with color.

We hope this imaginative suggestion will prove helpful to you...and enjoyable to your pupils. In all your classroom projects, remember to use SARGENT Hexagon Crayons...the non-toxic, non-smudging, non-rolling crayons that give you 16% MORE CRAYON.



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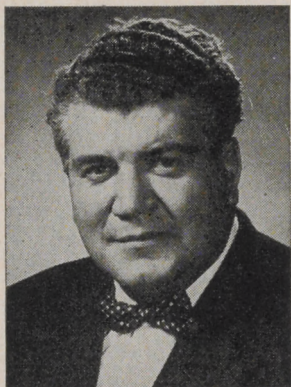
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President's Column



Spend six weeks in China and write a book on Asiatic culture; spend three weeks in Britain and embark on a lecture tour dealing with the British! With the benediction of this modern trend and the enlightenment of six days with the Association for Supervision and Curriculum Development, I am entitled, I suppose, to make some rather sweeping statements concerning the American curriculum. Instead, I shall prudently refrain and try to limit myself to those observations upon which there seems to be a consensus.

First, the convention itself. Approximately 2,500 member educators, including professors, superintendents, supervisors, researchers, and classroom teachers, met in St. Louis to discuss trends and developments in curriculum. The group I selected was 'research', which later subdivided its 30 members into three small groups. One of the great benefits of such a convention derives from the opportunity it provides for meeting people and asking questions.

No American curriculum pattern

Despite the opinions of some laymen and teachers, there is no 'American' way

of handling curriculum. As I talked with educators I became impressed with the almost bewildering variety of administrative procedures from state to state. Views on teacher education, courses of study, and other aspects of curriculum were contentious and diverse.

To listen to some conversations in Alberta, one would think that Stanford or Columbia men were prototypes intent on propagating a particular kind of educational theory. It would be interesting to play anonymous recordings of some of these outstanding men and see how many of our local pundits could identify the universities from which the speakers came. Frankly, I don't think it possible. University staffs are graduates from a great number of institutions and have different backgrounds. This, combined with the increasing influence of research and studies on educational thinking, is producing an eclectic, rather than school-of-taught, approach to education.

In most, if not all, states, the state education boards provide courses of study whose use is optional. In practice, most school boards adopt these, for they have neither staffs of experts nor time to do otherwise.

In at least one area, control and application of a course of studies was so rigid that teachers were required to turn in pupils' scribbles to the superintendent, so that he might inspect them and see how closely teachers and pupils were adhering to the course!

Diametrically opposed was another section where senior and junior high schools were having an acute problem in course articulation, because their contributing schools followed different programs in English and mathematics.

Action-research

One very significant trend is in the field of action-research. For the uninitiated, I might say that it is a scientific method whereby a group defines a problem and attempts to solve it. From this process the people involved emerge with a better understanding of the problem,

with probable solutions, and plans for action.

Much is written and discussed about this group dynamic approach to educational problems, but there is not much evidence that it is as yet widely employed at the staff-teacher level. It does, however, appear to be used effectively in administrative and supervisory circles. Undoubtedly, like all social inventions, it will take years to become established.

I did find a senior English teacher in a large school who appeared to be revitalizing their English program and introducing some interesting innovations through action-research. An important feature was that the teachers in this school had over an hour a day for preparation, planning, and research, outside of the classroom.

The question of time for action-

research entered into the discussions. And it is a serious problem. It is interesting to note in passing that Alberta teachers have adopted a policy of requesting time for preparation, planning, and research. Apparently teachers in both the United States and Canada are pressing for time free from instructional duty in order to plan and to evaluate.

I am convinced that Alberta's system of handling curriculum, while it may not be perfect, is sound. I do not think we can progress much faster until there are large numbers of teachers with higher and more uniform professional standards.

However, I found one thing in common with other educators. When I returned to Alberta I picked up the newspaper — and just guess! Yes, the curriculum was under fire again.

Notice to Retiring Teachers

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically and that it is necessary for them to make application. All teachers, **who plan to retire as at June 30, 1957**, are urged to contact the Board as soon as possible so that the granting of their pensions will not be delayed. Formal application for pension must be filed in the office **before September 1, 1957 (see 9[f])**. The application forms may be obtained from Barnett House, 9929-103 Street, Edmonton.

Eric C. Ansley
Secretary-Treasurer
Board of Administrators

By-law No. 1 of 1948

9. (a) Any teacher who retires from teaching service upon or after attaining the age of sixty years, and who has completed not less than fifteen years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.
- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.

Entertaining and instructive for all age groups — animated
colour film by Walt Disney Productions

How to Catch a Cold

Sent to you FREE by the manufacturers of Kleenex* Tissues

Here's the entertaining Walt Disney way to teach cold prevention to youngsters. They'll love Common Sense, the horn-rimmed hero of the film—and poor snifle-ridden Common Man. To get a free (except for return postage) 16mm sound and colour film *on short-term loan*, just fill out and mail the coupon below!

NEW! Special Teaching Aid for grades 2, 3 and 4!

"I Promise Common Sense" is a review of the do's and don'ts of cold prevention. It incorporates highlights of the film in the form of a Health Pledge, to be signed by the youngsters and taken home. This Pledge is available in quantity, without charge.

Highlights of the film on posters

This series of 6 (11" x 14") full-colour posters is a wonderful way to keep on reminding youngsters of the lesson learned in the film. Suitable for classroom and school bulletin boards, and sent to you free as part of this Kleenex educational program.

FREE—mail coupon today!

Kimberly-Clark Products Ltd.,
Educational Dept. AT-573
50 King St. W., Toronto, Ont.

Please send me free (except for return postage) the 16mm sound film "How To Catch a Cold".

day wanted (allow 4 weeks)
2nd choice (allow 5 weeks)
3rd choice (allow 6 weeks)

In addition, please send:

..... copies of "I Promise Common Sense" (for grades 2, 3 and 4).
..... sets of posters. (Large schools may require more than one set).

NAME
SCHOOL
STREET
CITY PROV.

*Reg. Trade Mark

Alberta Teachers' Association

Scholarships

The Alberta Teachers' Association offers eleven annual scholarships in the amount of \$500 each.

- Two are offered to students who have completed the bachelor of education degree and are proceeding to graduate work.
- Two are offered to graduates of faculties other than education who are proceeding to the bachelor of education program in the University of Alberta.
- Four are offered to intramural students proceeding from the third to the fourth year of the bachelor of education program in the University of Alberta.
- Three are offered to teachers in the field, who hold a permanent Alberta teaching certificate, who have completed three years of teacher education, and who are returning to the University of Alberta to complete their bachelor of education program intramurally.

Complete regulations and prescribed forms are available from The Alberta Teachers' Association.

Application forms must be received by the general secretary-treasurer of The Alberta Teachers' Association prior to May 15 each year.



To the Editor:

The Graduating Class in the Faculty of Education, 1956, has presented to the Faculty, a splendid trophy in honour of Dr. M. E. LaZerte, the first dean. The award is open to all first year students—B.Ed. and Jr. E. The winner will be selected on the basis of academic standing, social participation, and athletic participation.

I thought this information might be of interest to teachers.

Yours sincerely
WILFRID PILKINGTON
Faculty of Education
University of Alberta
Edmonton

Editor's Note—The Faculty has just announced that the trophy has been awarded this year to Ron Pollock, a first-year student in the B.Ed. program.

To the Editor:

Across Canada and, in fact, in 68 nations around the world, the month of April will again see us united in the annual Cancer Crusade. Alberta is responsible for \$300,000 out of a national objective of \$2,500,000.

Last year, through the generosity of the people of this province, we raised \$285,000 (Edmonton and district \$88,000), and our program of coordinated research into cancer's causes and cures, public and professional education, and welfare services to those suffering from cancer, were advanced without hindrance.

Our program is expanding steadily and our financial commitments are expand-

ing accordingly. The Society is the only continuing source of funds for cancer research in Alberta, while many thousands of cancer patients look to us for a host of services which will relieve their physical suffering and financial stress. Your support of the Society is appreciated, not only because it represents a financial contribution, but more so because it expresses your sympathy with the work the Canadian Cancer Society is trying to do.

Yours sincerely
ROSE M. OLIVER (Mrs. J.)
Canadian Cancer Society
11328 Jasper Avenue
Edmonton

To the Editor:

Teachers and students may be interested in the Alberta Poetry Contest and the *Alberta Poetry Yearbook*.

The contest is conducted annually by the Edmonton Branch of the Canadian Authors' Association for the purpose of encouraging the writing of poetry. At least 100 of the best poems submitted to the contest are published in the year-book.

In this project we are particularly interested in the development of young poets. Two of the five categories are reserved for juveniles. The awards are the same as for adults but the entry fees are only half as much.

Yours very truly
JUNE FRITCH (Mrs. J. E.)
Editor
Alberta Poetry Yearbook
11227-63 Street
Edmonton

To the Editor:

The Saskatchewan Teachers' Federation is interested in receiving copies of various kinds of school publications. In a forthcoming workshop for editors of school newspapers, the Federation wishes to put together a display of school papers published elsewhere in Canada. Your teachers could greatly assist us if they would send copies of school papers, school annuals or newsletters published in their school district or system. This

SCHOOL'S OUT!

Teachers Wanted
for
summer vacation
positions

Exceptional opportunities in Alberta

The Educational Division of a Marshall Field family-owned Enterprise has openings for teachers to fill interesting vacation positions. Fascinating work. If you qualify, you will work on a *guaranteed income* which will substantially supplement your present salary. Training at

the close of the school year at company's expense. Permanent positions for those showing leadership, ability. Personnel Manager will be in or near your community for personal interview in near future. Clip coupon today and air mail for a prompt personal reply.

Clip and Air Mail Coupon Today

PERSONNEL MANAGER, Suite 301
85 Bloor Street, East, Toronto 5, Ont., Canada

I am interested in learning more about the summer opportunity described in your ad and would like to receive complete information. I understand this places me under no obligation whatsoever.

LAST NAME	INITIAL	FIRST NAME	MR.	MRS.	MISS
RESIDENCE ADDRESS		TOWN	PROVINCE		
PHONE NUMBER	PRESENT	SCHOOL POSITION	GRADE OR SUBJECT		
NAME OF SCHOOL		SCHOOL ADDRESS	SCHOOL CLOSING DATE		

material should be sent direct, addressed to the personal attention of Ken W. F. Cooper, editor, *The Saskatchewan Bulletin*, 118 Second Avenue North, Saskatoon, Saskatchewan.

Yours sincerely

KEN W. F. COOPER

Editor

The Saskatchewan Bulletin
118 Second Avenue North
Saskatoon, Saskatchewan

To the Editor:

Enclosed is a publicity release on the creation of scholarships in education at Western Canadian universities. If you have not already been advised of these scholarships, we would appreciate your publicizing them in your magazine. Your high school teachers can perhaps be our best means of getting to prospective applicants.

We would be pleased to answer any questions that may arise concerning our scholarship plan.

Yours very truly

LORNE H. REED

Canadian Society of

Exploration Geophysicists

223 - 14 Street N.W.

Calgary, Alberta

To the Editor:

We have run into one or two cases where a teacher from the western provinces has accepted a position in an Ontario secondary school, assuming that his present certification would be accepted for the letter of standing required to teach in Ontario, which after one year of successful teaching becomes an Ontario secondary school certificate. We were wondering if it might be mutually advantageous if you were to put a notice in your bulletin to the effect that any teacher from your province who contemplates taking a position in an Ontario secondary school, should first write to the dean of the Ontario College of Education, 371 Bloor Street West, Toronto 5, sending him a transcript of the degree held and the professional training required to gain his present certification

and asking if, on his present certification, he would be granted a letter of standing which would qualify him to teach in an Ontario secondary school.

I have no doubt that the great majority of western teachers who come to Ontario follow this procedure, but if a notice were placed as suggested, it might save the few from the very unhappy position in which they find themselves in moving to Ontario and then finding that their particular certificate does not entitle them to a letter of standing and thereby to an Ontario High School Assistant's Certificate Type B.

Yours very truly

S. G. B. ROBINSON

General Secretary

Ontario Secondary School
Teachers' Federation

34 Prince Arthur Avenue
Toronto 5, Ontario

Editor's Note—Alberta teachers interested in high school positions in Ontario should also contact the Ontario Secondary School Teachers' Federation.

To the Editor:

The Salvation Army's 1957 Red Shield Appeal with a national objective of \$2,300,000 begins on Wednesday, May 1 and continues to the end of the month.

Each year, we look to the editors of trade papers, house organs, etc., for their editorial assistance, and the support we get has always been most gratifying.

With well over 100 large institutions now in operation in Canada, The Salvation Army finds human need to be increasing rather than decreasing. This will necessitate a considerable expansion of all phases of social services. Try as we do to make our efforts self-supporting, the Red Shield Appeal is necessary to help meet the deficit incurred by a twelve-months' operation.

We trust you can help us.

Yours sincerely

L. BURSEY, Brigadier

The Salvation Army

20 Albert Street

Toronto 1, Ontario

The University of British Columbia

in

Summer Session

July 2–August 16, 1957

DEGREE COURSES: B.A., B.Ed., B.P.Ed., M.A., M.Ed., B. Com., B.H.E.

At Summer Session this year required courses for Teaching certificates may be credited towards a university degree.

Courses will be available in Arts and Science, Commerce, Physical Education, Home Economics, Education and Graduate Studies.

Some of the new education courses are:

Children's Literature
Music Education
Librarianship
Special Problems in Teaching
Intermediate Grades
Introduction to Adult
Education
Diagnostic and Remedial
Teaching

Introduction to Plastic and
Graphic Arts
The B.C. School System
Special Problems in Teaching
Primary Grades
Special Problems in Teaching the
Mentally and Physically
Handicapped
The Library in the School.

NEW VENTURES IN 1957 SUMMER SESSION

- L'Ecole Francaise
- New courses and workshops in Creative Writing
- A 2-week credit course for teachers of Vocational Agriculture
- A special lecture and demonstration course for science teachers on recent developments
- A special lecture and demonstration course for science teachers on recent developments in organic, inorganic and physical chemistry
- A large Industrial Arts program to be conducted at the Technical School under the auspices of the University
- A special course for out-of-the-Province teachers wishing to qualify for B.C. certificates.

SUMMER FESTIVAL OF THE ARTS

The fine arts programme offers the summer student non-credit courses in Theatre, Opera and Lieder, Painting, Sculpture, Ceramics, and Concert Literature.

A lecture and concert series, theatrical and operatic productions, and art exhibitions provide a stimulating variety of extra-curricular activities.

**For Information and Calendar write: THE REGISTRAR,
University of B.C.,
Vancouver 8, B.C.**

Scholarships

Mathematics and Science

The Canadian Society of Exploration Geophysicists is pleased to announce the creation of matriculation scholarships in education at the Universities of British Columbia, Alberta, and Saskatchewan. These scholarships are being supported by funds supplied by Seismic Service Supply Ltd., Calgary.

The scholarships are in the amount of \$350 and are open to male high school graduates with high standings in mathematics, physics, and chemistry. The awardee should intend to enter the four-year degree course in Education, Secondary Route, with a major in mathematics or the physical sciences. Applications

should be submitted before July 31 to the university scholarship committee on forms available from the registrar.

The Society hopes, by means of these scholarships, to improve the standard of teaching in mathematics and science at high school level. In this way, it is expected that the number and quality of students undertaking scientific and technical university education will be increased. The Society then feels that, if this goal is attained, some progress will have been made in overcoming the present serious shortage of science graduates in the circles of education, government, and industry.

W. J. Gage & Company Limited announces

WORKING WITH WORDS AND IDEAS

by H. S. Baker

Faculty of Education, University of Alberta

a workbook to accompany

WORDS AND IDEAS BOOK 1

Stock is available at your local book bureau

Approved for use in Alberta schools

Please order directly from your School Book Branch, Edmonton

Scholarship for Young Alberta Writers

Young Alberta writers will again have the opportunity to compete for the Hazel Robinson Memorial Scholarship. The scholarship is for the course in Creative Writing at the Banff School of Fine Arts. It is valued at \$150, and for the year 1957 the Banff School of Fine Arts will supplement this with a tuition scholarship of \$40.

The scholarship is open to any present senior high school student in Alberta or any person who has attended senior high school in Alberta within the past

five years. Competitors should submit a single piece of original writing of approximately 3,000 words in the form of an essay, short story, or drama for stage, radio, or TV; or selections of poetry totalling approximately 100 lines. There are no restrictions as to topic. The closing date for receipt of entries is April 30, and all manuscripts should be mailed to the Hazel Robinson Memorial Scholarship, Department of Extension, University of Alberta, Edmonton.

Education—An Investment

(Continued from Page 11)

treatment of them. It would only be simple honesty to confess that this is so and to say, "We are sorry but we want you to know that from now on you can depend upon us to be your friends, your neighbours, and to extend to you that same love and charity which we are admonished to show towards our neighbours." But, it will take heart education to bring us to that point where we are prepared to confess the weakness of our attitudes and to change our way of dealing with our fellow men. What a refreshing thing it is to witness demonstrations of that kind.

I cannot better describe my own feelings about education than to quote what one great educator has said at some time in the past. "I love education; it is the promise of universal peace and progress. In the presence of a Master Mind, ponderous, logical and luminous, I stand with an admiration that almost approaches reverence. I want to think; I want everyone to think, for thinking is the better part of study. I believe, however, our thought might be disciplined without stultification of our intelligence and with infinite peace and happiness to ourselves."

Man's greatest responsibility in civilized society is the proper training of children. To discharge this responsibility

requires intelligence and wisdom. It is in the hope that both intelligence and wisdom can be developed and pooled for the benefit of our children that we form such organizations as home and school, departments of education, and the like. Every human being is born into this life with an innate yearning for truth. This is the real basis for education. Education and its cultural, refining influences should receive our ardent support. The education we foster should be directed towards the acquisition of knowledge in all phases of life and the universe. It should not subordinate the quality of intelligence essential to comprehend the things of the spirit to the order of intelligence necessary for the acquisition of other facts. If this lofty concept is made a part of our educational effort, it will carry with it a deep-seated love for the beautiful which is the foundation for creative art as well as artistic appreciation. A deep love for learning and truth awakened in the vast majority of our people could bring our province to a very high place in the field of literacy and education, as well as to a place where a high percentage of its population will win recognition in the scientific and other fields of learning. Let us remember that education is not an expense, it is an investment. Let us make every effort to win the race.



QUEEN'S UNIVERSITY

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and

CORRESPONDENCE COURSES

Registration date for Spring Term is April 10 and for Fall Term is September 17.

A Bachelor of Arts Degree (General) may be obtained through correspondence and Summer School courses. Up to four courses may be completed in one year. Attendance may be completed at four Summer Schools.

Correspondence courses may be completed in English, Latin, French, Spanish, German, Philosophy, Politics, Economics, Commerce, Psychology, History, Mathematics and Drama.

Summer School credit courses in Art, Biology, Chemistry, Geology, Geography, Drama, Music, English, French, Spanish, Philosophy, Politics, Psychology, History, Mathematics, Religion and Physics.

International Nickel Company of Canada, Ltd., Bursaries in Mathematics and Physics.

SCHOOL OF FINE ARTS

PAINTING—Two intensive Short Courses—July 8 - 19 and July 29 - August 9.

ART—Children's Courses in Art—Miss Audrey Taylor — Teaching of Art to Children—a course for Teachers—Miss Audrey Taylor.

DRAMA—July 2 - August 9—Professor W. Angus.

BALLET—July 2 - July 31—Miss Marjorie Haskins.

MUSIC—July 2 - August 9—Professor Graham George.

For further information write:

DEPARTMENT OF EXTENSION

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For Your Social Studies Classes

This series of wonderfully illustrated books has proved its value by its great success during the last ten years. The earlier books have a controlled vocabulary, most contain coloured pictures, and all have a page size larger than 7" x 9" which makes for attractive and easy reading. The Teaching Helps for this series have been planned and executed by teachers who know the problems of the classroom.

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AND AWAY** 3.25

FRIENDS NEAR AND FAR 3.50

**EXPLORING NEAR
AND FAR** 3.50

THE RYERSON PRESS

299 QUEEN STREET WEST
TORONTO

Annual Alberta Poetry Contest

The 28th consecutive annual Alberta Poetry Contest, sponsored by the Canadian Authors' Association (Edmonton Branch), is open for entries.

First, second, and third awards are offered for the best poems in the following classes: sonnet, short poem (any form), humorous verse, poem by juvenile under 15 years (any form), poem by juvenile 15 to 18 years (any form).

This competition is open to all residents of Canada and the closing day for entries is September 1, 1957. A copy of the rules and prizes may be had on request from Mrs. J. E. Fritch, 11227-63 Street, Edmonton, Alberta.

SAY YOU SAW IT IN THE ATA MAGAZINE!

ASSISTANT EDUCATIONAL SPECIALISTS

\$4,590 - \$5,190

required for

**Department of Northern Affairs
and National Resources
at Ottawa.**

The persons selected for these positions will be required to do research work and prepare correspondence courses in various subjects for use in teaching Eskimos. Courses include basic English literature, speech training, reading, and related language arts.

Candidates should have a Provincial First Class teaching certificate or equivalent, preferably with specialization in one or more of the above subjects and at least five years of teaching experience.

Details and application forms are obtainable at main Post Offices, main National Employment Offices, and offices of the Federal Civil Service Commission.

Our LIBRARY

Canada Year Book 1956

Dominion Bureau of Statistics, Information Services Division, Ottawa; pp. 1280; cloth bound \$4, paper cover \$1.50.

The *Canada Year Book* is recognized everywhere as the primary source of authentic information regarding the resources, history, institutions, and the social and economic condition of Canada. It is a mine of invaluable information for people in all walks of life. Its multitude of facts are presented in concise summaries, tables, charts, and maps. A detailed index makes reference easy.

The *Canada Year Book* is the product of the collective efforts of statisticians, economists, and other specialists. It carries exact information sifted from the vast range of government publications and reports. No school, university, or person interested in Canadian affairs should be without a copy.

The Story of Rubber

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire; pp. 64; 2s.

A simple, straight-forward text showing the various processes in obtaining raw latex, and techniques in producing rubber goods. The pamphlet has an interesting account of the lives of people who work in the Malayan rubber plantations. Charts describing the story of rubber are also available.

Fundamentals for the Retail Jeweller

Brown; The Canadian Jewellers Institute, Toronto; pp. 387, \$6.

This is a book primarily written for those interested in jewellery as an occupation. The preface indicates that the book is an attempt to gather in a single volume information about all aspects

of the highly diversified business of jewellery shops. The book is a text for the Retail Jewellers' Training Course, but it will also interest anyone who is curious about gemology, horology, and ceramics. Some of the chapters are devoted to precious metals, gem stones, jewellery design, watches, glassware, British hall-marking, display, salesmanship, and business administration.

Great Days in Canadian Sport

Roxborough; The Ryerson Press, Toronto; pp. 222; \$3.95.

Every Canadian interested in sports—particularly Canadian sports—will want this. Names like Longboat, Williams, Burns, Scott, Patrick, Young, and Bell—to mention a few—recall days of glory in Canadian and international sporting events. Fathers and mothers will thrill again to the stories of the Winnipeg Falcons, the Toronto Grads, the Edmonton Grads, the Silver Seven, and the Bluenose. The author covers outstanding sports, including hockey, lacrosse, boxing, cycling, skating, sailing, and golf.

The Neighbors

By George Clark



"I've got Spring fever, too. Wish I could stand and stare out the window."

(Reprinted by permission of the Chicago Tribune-New York News Syndicate, Inc.)

Teachers Wanted

The Edmonton Separate School Board invites applications from teachers for the term commencing September, 1957. Salary schedule contains substantial increases over a year ago, including higher rate of credit for experience outside Edmonton.

Applications may be made immediately. Appointing of 1957-58 teaching personnel now in progress.

Apply in writing to—

A. A. O'BRIEN

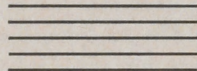
Superintendent

9807 - 106 Street

Edmonton

or telephone 46475

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EDMONTON

UNIVERSITY OF ALBERTA EVENING CREDIT PROGRAM

1957 - 1958

List of Courses

EDMONTON:

Accounting 52; Business Administration 56; Biology 41; Classics 53; Economics 1, 61; Education 330, 492, 576, 580; English 2; Geography 1; History 59, 75; Mathematics 42; Philosophy 40.

CALGARY:

Accounting 1; Education 328; Philosophy 40

CAMROSE:

English 2

HOLDEN:

History 58

LETHBRIDGE:

History 58

RED DEER:

English 2

VEGREVILLE:

Education 492

ANNOUNCEMENT: Available June 1 from the Registrar,
University of Alberta, Edmonton

REGISTRATION DEADLINE: September 10, 1957

*For further information write: The Director, Evening Credit Program,
University of Alberta, Edmonton.*

NEWS from our Locals

Barrhead Local

Teachers attending the March meeting voted to participate in a junior and senior high school track and field meet at Westlock for students of Athabasca, Clyde, Westlock and Barrhead Schools, with a view to competition in a provincial meet. There also will be a divisional track meet for Grades I to X. R. Nadeau and Mrs. M. MacGregor reported on the proceedings of the Emergent General Meeting on March 9 in Edmonton.

Benalto and Dickson-Markerville Sublocals

A joint supper meeting was held in Dickson on February 7. There was a good attendance to hear the two guest speakers, District Representative D. A. Prescott and S. G. Mallett of Red Deer. Mr. Prescott spoke regarding salary matters and Mr. Mallett gave an interesting report on the Banff Conference.

Bonnyville Sublocal

The March 5 sublocal meeting was held in the auditorium of the Bonnyville School and was well attended. J. A. N. Marcotte spoke regarding the Teachers' Retirement Fund, including the benefits accruing to the teachers.

Calgary Suburban Local

The regular local meeting on March 28 was chaired by Vice-President S. Klatzel. Much correspondence was read and the pension plan was discussed. C. Gourlay introduced a motion, seconded by Mrs. E. Ostrowercha, that a school trophy be bought and presented yearly to the winning junior high school team.

Camrose North Sublocal

Discussion at the March 21 meeting held in the Dinant School concerned the problem of noon hour supervision. It was suggested that the salary negotiating representative bring the matter up for discussion at the Camrose Local meeting in April. The opinion was expressed that the board could be approached to employ persons other than teachers to supervise while the teachers had their proper lunch hour. Preparation for the divisional track meet was discussed briefly and left for consideration at a later meeting.

Camrose South Sublocal

At the regular meeting held in the Meeting Creek School on March 11, it was reported that the required percentage of membership for continuing in the MSI plan has been reached. It was stated that the Camrose Division does not intend to continue the tests conducted last year, although the opinion of the teachers was that they should be continued. Mrs. I. M. Kasa of Meeting Creek was chairman of a panel dealing with the question of what teachers could do to improve music appreciation. Other panel members were: Janette Wattie, Ferintosh, Mrs. Muriel Lund, Bashaw, Clarence Erickson, Edberg, and Eldon Olstead, Meeting Creek.

Caroline Sublocal

Sublocal officers for this term are: Mrs. M. B. Stacey, president; Mrs. Alma E. Vandermeer, vice-president; A. H. Buchanan, secretary-treasurer; and G. Robinson, press correspondent. Meetings are held on the second Tuesday of each month, rotating among Caroline, Crammond, and Chedderville. At the regular meeting on March 12, members discussed salary policy, resolutions, and field day plans.

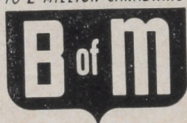
Clive-Satinwood Sublocal

The recent parent-teacher interviews were the topic of discussion at the sublocal meeting on March 6. The expression

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of opinion was favourable and it was suggested that the practice be continued. Promotion policies were also discussed and it was generally agreed that parents should be informed before the end of the school year in cases where failure was a possibility. An amount of \$15 was voted for the purchase of books suitable for Grade I reading.

Cluny-Gleichen Sublocal

The sublocal's February meeting was held in the Cluny School. District Representative Ralph McCall addressed the teachers concerning the pension plan and its development. A helpful question-and-answer period followed.

Clover Bar Sublocal

The following executive was elected at the February meeting: Percy Southern, president; Val Roos, vice-president; Mrs. E. Crummy, secretary-treasurer; J. Takahashi, local representative; and Miss A. Rogers, press correspondent.

The March dinner meeting at the Park Hotel stressed important matters pertaining to the future of Alberta's teachers. P. Raffa reported on the Emergent General Meeting where the matter of proposed government study of a provincial salary scale for teachers was discussed and vigorously opposed. The meeting recommended that the Alberta Teachers' Association through the Executive Council should take all necessary steps to protect its members' rights. Mr. Takahashi's report on the local meeting in February included the recommendation that support should be given to W. D. McGrath for the position of vice-president of the Alberta Teachers' Association. After the business meeting the teachers were entertained by Mrs. D. Purvis' piano interpretation of Chopin's "Polonaise in A". G. Butner's witty remarks and tricks added an amusing item to the evening's activities.

Drumheller Division Sublocal

The regular meeting was held in the Munson School on March 26. Plans were laid for the spring track meet and a

series of discussions on common school problems was planned.

Highway 21 Sublocal

At the regular monthly meeting held in Three Hills on March 8, Ruth Godwin of Western Canada High School, Calgary gave an interesting talk on physical education in the schools. A track meet will be held in Trochu on May 24, with May 31 as an alternate date. The new salary schedule was discussed and a vote of thanks was given to the salary negotiating committee.

Lamont Sublocal

The sublocal is having an active year under the following executive: M. J. Witwicki, president; Mrs. N. Lucas, vice-president; Janet Poloway, secretary-treasurer; Mrs. Pat Calvert, professional librarian; and Mrs. Dorothy Antoniuk and Mrs. Calvert, social conveners.

Topics discussed have included the Lamont Public Library, to which a donation was made, and a professional library.

Yukon Territory

Applications are now being considered for appointments for the term commencing September 3, 1957.

Teachers will be required for one - room schools, for graded classrooms, and for secondary school subjects.

Application forms and further information may be obtained from:

Harry Thompson,
Superintendent of Schools,
Box 2029,
Whitehorse, Yukon Territory.

An attempt is being made to locate and catalogue the books now circulating and to obtain more, as well as to subscribe to several professional magazines. Superintendent J. Blocksidge also spoke to the teachers at their February meeting on the problems and benefits of a professional library. Eric Hale, principal of Mundare School, gave a full account of the Leadership Course for School Principals held last summer in Edmonton. Nick Lupaschuk is to represent Lamont

on the track meet committee to organize a meet at Mundare in the spring. A volleyball game between Lamont and Andrew Sublocals is planned. It is recommended that a list of the filmstrips available from the divisional office should be sent to each teacher.

Northeast Calgary Rural Sublocal

The matter of salary negotiations was discussed at the regular meeting on February 28 in the Airdrie School. Coun-

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cillor P. Stefanchuk was asked to vote at the Emergent General Meeting in favour of any resolution expressing opposition to a provincial salary schedule. The business meeting was followed by a panel discussion on cumulative records. It was the opinion that these cards must be kept up-to-date to be of any real value. The merits of interest tests were also discussed. F. Lutic thanked L. Bunyan and F. Worger for their work on this project.

Ponoka Sublocal

At the March 21 meeting, President Louis Voghell reported that MSI enrolment cards have now been completed and forwarded to the local executive. Thanks was expressed to Ray Skaret of the Ponoka High School staff for his work in this matter. The possibility of having a university evening course offered in Ponoka provoked much interest, but no definite conclusions were reached as to how this might be accomplished. An interesting report on the progress of the spelling survey being carried on in the elementary grades of the Ponoka School was given by Mrs. Jean Martin. Spelling survey tests and ability tests have been given, and a committee will be set up to evaluate the test results and make recommendations. Other reports presented were by N. Taylor on the Emergent General Meeting held in Edmonton on March 9, and by C. O. Jevne on the progress of salary negotiations.

Red Deer City Sublocal

At the regular sublocal meeting on February 20, Harley Stamm reported on the public relations panel held in January, which recommended that the sublocal make a study of report cards. William Smith and Vernon Archer, who will have access to considerable data on the subject while at university this summer, will collect information for a study in the fall. Some discussion took place on means of bringing educational material of general or particular interest to the attention of parents, and the executive

was empowered to implement a suggested plan for a trial period of four months. The group heard a tape-recording made by Alan Gibb of a broadcast over CKRD earlier in the year for the home and school association by T. Murray, principal of River Glen School. Mr. Murray's talk outlined the objectives and activities of the Alberta Teachers' Association, with particular attention to research projects carried out recently by sublocals in the immediate area.

At the March 20 meeting, Mr. Murray addressed the group regarding the report card study. He outlined the steps which led the River Glen teachers to originate a card which satisfied the needs of their group and distributed samples of the forms devised for the various grade levels. The Red Deer School Division has adopted the River Glen report card, as have a number of other central Alberta centres. Mr. Murray also noted what changes will be made when the forms are revised. A report was also given regarding the

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teachers' bonspiel held under the direction of the Cultural Activities Group. Trudy Fellner informed members that the first newsletter had been sent to parents and appeared to have been well received. A brief report was given by the salary negotiating committee.

Red Deer Rural Sublocal

Twenty-four teachers attended the January sublocal meeting held in the River Glen School. Study groups under the leadership of H. I. Hastings for science and social studies in Division III, R. Rutz for language arts in Division II, and Mrs. E. E. Adams for time tables, phonetics, and language for Division I were all busy with reports and suggestions. Principal T. Murray showed how he combines mathematics and science in

junior high school. A special guest, Dr. Chadwick, spoke on his experiences in China.

The February meeting was also well attended, and Mr. Murray presented a brief on the teachers' salary proposals for parity pay. Suggestions for social activities — curling, square dancing, and picnic — were discussed. The members enjoyed a short movie entitled "Fifty Years of Aviation".



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Secretary's Diary

Dinner for teacher MLA's

On March 20, the available members of the Executive Council entertained the teacher MLA's at dinner. This has become an annual event and gives the executive members and the MLA's an opportunity to discuss Association and education problems.

Executive Meetings

The Executive Council met for two days in March and for one day in April, to complete the business for the year and to make preparations for the Annual General Meeting.

Opening of McMaster House, Winnipeg

The Manitoba Teachers' Society opened its new headquarters building in Winnipeg on Saturday, March 30. The building is named after the late T. A. McMaster, who was general secretary of The Manitoba Teachers' Society from 1945 until his death in December, 1956. I represented the Alberta Teachers' Association at the opening ceremonies for McMaster House.

Within a short time all four western provinces will have built head offices. British Columbia and Saskatchewan should open their new offices sometime this fall.

EUS Visit

H. C. Melsness of the Faculty of Education and the members of his class in administration were our guests in Barnett House the afternoon of April 5.

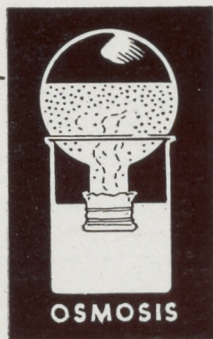
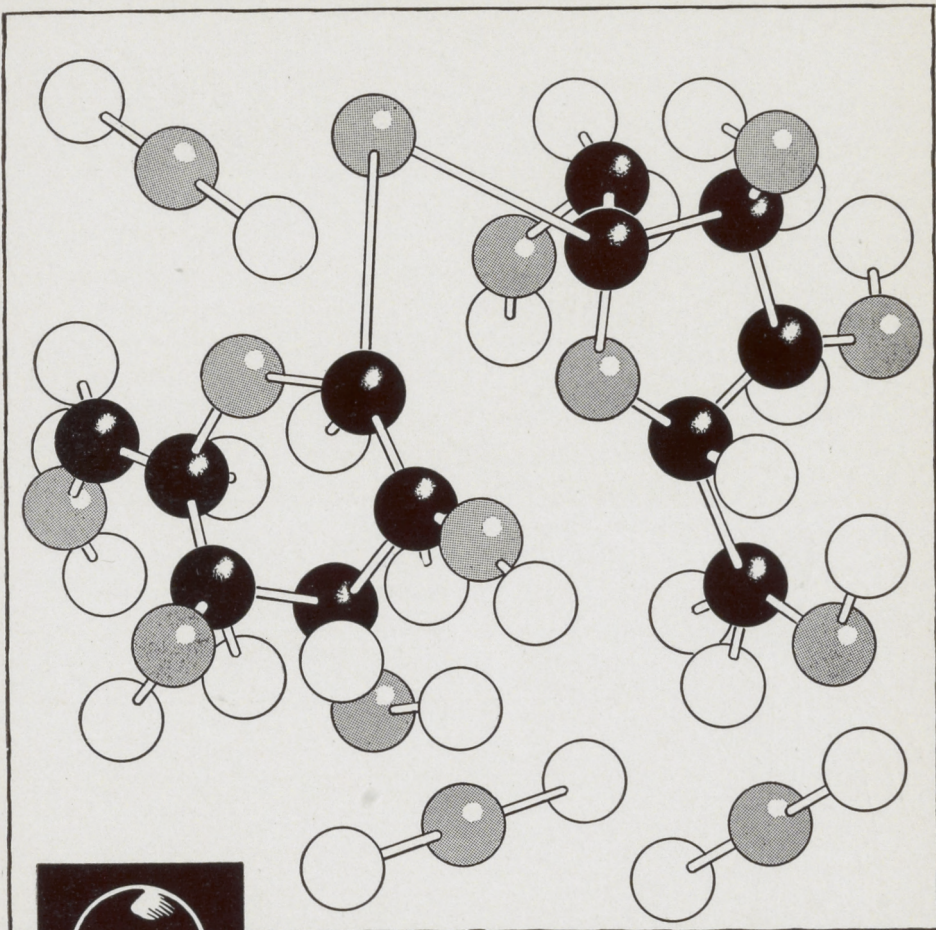
Dr. John W. Barnett

An oil portrait of the late Dr. John W. Barnett, general secretary of the Alberta Teachers' Association from 1918 to 1946, is now in the general secretary's office in Barnett House. All teachers are invited to visit Barnett House at any time to see the portrait, which the members of the Executive Council think is an excellent likeness. The portrait is by Don Frache of Lethbridge.

Erick Ansley



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